
Program Description/Textbook or Print Instructional Material

Vendor:	Glencoe/McGraw-Hill	Web Address:	http://www.glencoe.com
Title:	APPLYING AUTOCAD® 2002 FUNDAMENTALS		
Author:	Wohler	Copyright:	2003
ISBN:	0078285402	Course/Content Area:	DRAFTING
Intended Grade or Level:	9-12	Readability Level:	9-10 Fry
List Price:	N/A	Lowest Wholesale Price:	34.98

Level of Accommodations (Level One, Two or Three)

If Level Two or Three, please provide rationale for not meeting Level One Compliance: The cost of compliance at any level is too high given the low enrollment in this curriculum area.

FEATURES*

***DISCLAIMER:** The features of each book or program were developed by the publisher and do not reflect the opinion of the State Textbook/Instructional Materials Review Team, State Textbook Commission, or the Kentucky Department of Education.

Content

Applying AutoCAD® 2002 Fundamentals presents clear step-by-step instruction on how to use AutoCAD® computer-aided drafting and design software. This *Fundamentals* book covers the AutoCAD commands and functions used to create, edit, store, and print engineering drawings. It is intended for students who have no background working with AutoCAD®.

Student Experiences

Applying AutoCAD® 2002 Fundamentals is designed to give students introductory step-by-step instruction how to use AutoCAD® 2002 software. Students will learn the key functions and apply them in their own drawings. Students will learn the skills industry uses in its own engineering drawings.

Assessment

Applying AutoCAD® 2002 Fundamentals provides opportunity for all students to assess their own work. Students can use the end-of-chapter Review Activities to self-assess their own work. The Instructor Resource Guide for *Applying AutoCAD® 2002 Fundamentals* provides a more formal Chapter Test for every chapter of the text. These tests include multiple choice and completion questions.

Organization

Applying AutoCAD® 2002 Fundamentals has 34 Chapters divided into Six Parts. Each Chapter has clearly defined and bulleted Objectives and Key Terms. Lessons in the text provide numbered step-by-step how to use/what to do in each lesson to fully utilize the AutoCAD® software. Boxed Hints in the text offer suggestions, illustrations show students what they should be seeing on their monitors. Each end-of-chapter provides Review Questions, opportunity to Challenge Your Thinking, Applying AutoCAD® Skills, and Using Problem-Solving Skills where students can apply what they have learned in the chapter. Each chapter ends with a career feature, Careers Using AutoCAD®.

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Resource Materials

- **Gratis Items To Be Provided And Under What Conditions**

Free, 1 Per Teacher: Instructor Resource Guide, Instructor Productivity CD-ROM

- **Available Ancillary Materials**

All Items Listed Above as Gratis Items

RESEARCH DATA/EVIDENCE OF EFFECTIVENESS**

****DISCLAIMER:** The Research Data/Evidence of Effectiveness was provided by the publisher and do not reflect the opinion of the State Textbook/Instructional Materials Review Team, State Textbook Commission, or the Kentucky Department of Education.

Research Data

This textbook grew out of the educational research and experience of the author, Terry Wohlers. Mr Wohlers was a pioneer in teaching AutoCAD in the classroom and holds an affiliate faculty position at Colorado State University's Department of Manufacturing Technology and Construction Management. Applying AutoCAD® has been field-tested over a period of many years by instructors in the classroom. Feedback and suggestions from instructors who have used prior editions were incorporated to enhance the current edition. Also, in preparation for this edition, a survey of CAD instructors was performed to pinpoint current and changing needs. Qualified CAD instructors reviewed every chapter of this edition for content accuracy, workability, and level appropriateness. In addition, practicing engineers reviewed the content for applicability.



Group V - Career/Technical Vocational/Practical Living Education Instructional Materials Evaluation Tool Technology Education



Title: Applying AutoCAD 2002 Fundamentals \$34.98			
Publisher: Glencoe/McGraw Hill			
Item Evaluated: Text, CD, Instructors Resource Guide			
Copyright Date: 2003		Evaluator: Kay Turner	
Content Level: 9-12		Date of Evaluation 7/31/03	
Level of Alternative Format	Level 1 – Full Compliance	Level 2 – Provisional Compliance	Level 3 – Marginal Compliance
This section completed by Exceptional Children Services			

Overall Strengths and/or Weaknesses

Disclaimer: Comments on the strengths and/or weaknesses of each book, material or program were written by members of the State Textbook/Instructional Materials Review Team and reflect their opinions . They do not reflect the opinions of the State Textbook Commission nor the Kentucky Department of Education. In addition, the State Textbook/ Instructional Materials Review Team completed each evaluation form during the week of July 28-Aug. 1, 2003. In order to maintain the integrity of the of the review team's comments, editing was limited to spelling and punctuation.

Recommendations:
<input checked="" type="checkbox"/> Recommended by reviewers to State Textbook Commission as a basal textbook program.
<input type="checkbox"/> Recommended by reviewers to State Textbook Commission as a supplemental textbook.
<input type="checkbox"/> Not recommended by reviewers to State Textbook Commission as a basal textbook or program.

Publisher's Explanation of Reviewer's Comments: By action of the State Textbook Commission, publishers are provided limited space, 150 words, to respond to what they may consider factual errors made by the reviewers in the evaluation.



**Group V - Career/Technical
Vocational/Practical Living Education
Instructional Materials Evaluation Tool
Technology Education**



Title: Applying AutoCAD 2002 Fundamentals		Publisher Glencoe/ McGraw Hill	
Technology Management Summary Data:		20 possible points	_____10_____ points earned
Technology Management Comments:			
Technology Presentation/Interface Summary Data:		40 possible points	_____29_____ points earned
Technology Presentation/Interface Comments:			
Content Summary Data:		20 possible points	_____18_____ points earned
Content Comments:			
Instruction & Management Summary Data		52 possible points	_____50_____ points earned
Instruction & Management Comments:			
Organization & Structure Summary Data		36 possible points	_____30_____ points earned
Organization & Structure Comments:			
Resource Material Summary Data		40 possible points	_____32_____ points earned
Resource Material Comments:			



Group V - Career /Technical & Vocational/Practical Living

Electronic Instructional Media Review Form

Stand Alone/Independent or Integrated Software for Technology Education



Equipment (circle or change fill color)	Grade Level (circle or change fill color)	Audience (circle or change fill color)	Format (circle or change fill color)	Cost _____	
Windows	Primary	Individual	Stand Alone/Independent	____x__single copy	____site license
Macintosh	Intermediate	Small Group	Integrated	____network version	____school version
CD-ROM	Middle	Large Group	Supplemental	____lab pack of ____ copies	____online
DVD	High		In lieu of basal test		
Sound					
Other					

If other, explain _____

Type of Software: Check all that apply	____Simulation	____Management	____Interdisciplinary	____Problem Solving	____Tutorial
____Exploratory	____Creativity	____Drill and Practice	____Critical Thinking	____Utility	____Other:

Rating Scale:	3—Some of the time	1—None of the time
4—All or the time	2—Minimally	0— Not applicable

Management	Rating
Allows customizing for individual learning needs.	4
Allows students to exit and resume at a later time.	0
Keeps a students performance record, where needed.	3
Allows control of various aspects of the software (e.g., turning sound off).	0
Allows for printed reports.	3
Comments:	Total
	10

Presentation/Interface	Rating
Presents material in an organized manner.	4
Has consistent, easy-to-use, on-screen instructions.	4
Has developmentally correct presentation format.	4
Adapts to different learning environments (learning styles/multiple intelligences, etc.)	3
Accessible for special needs students.	1
Runs smoothly, without long delays.	3
Presents easy-to-view text and graphics.	3
Presents easy-to-hear and understand sounds.	1
Avoids unnecessary screens, sounds, and graphics.	3
Provides immediate, appropriate feedback.	3
Comments:	Total
	29

Content—Technology Education	Rating
Nature of Technology	4
Technology and Society	4
Design	3
Abilities for a Technological World	4
The Design World	3
Comments:	Total 18

Rating Scale:	2—Minimally
4—All or the time	1—None of the time
3—Some of the time	0— Not applicable

Instruction and Assessment	Rating
Identifies a Sense of Purpose	4
Builds on Student Ideals	3
Engages Students	4
Develops Technology Ideas	4
Promotes Student Thinking	4
Assesses Student Progress	4
Enhances The Learning Environment	4
Reading level is appropriate for interest and ability level of intended student group; level remains consistent throughout.	4
Commonwealth Accountability Testing System (CATS) "like" Assessment is provided	4
Variety of Assessments (diagnostic, formative, summative, open response, multiple choice, individual, small group, oral, demonstrations, presentations, self and peer performance, portfolio prompts) is included.	3
Includes activities and opportunities for integration of technology.	4
Reflects researched-based practices (e.g. hands-on activities, technology, problem-solving situations)	4
Differentiation techniques and activities suggested.	4
Comments:	Total 50

Rating Scale:	3 – Some potential for learning	1 - Not present
4 – High potential for learning	2 – Little potential for learning	0 – Not applicable

Organization and Structure	Rating
Organization is logical and allows for spiraling of content.	4
Vocabulary and key terms are clearly defined and easily accessible within each lesson.	4
Visual illustrations (e.g. graphs, charts, models) and examples are clearly presented and content-related.	4
Illustrations and language reflect diversity (e.g. racial, ethnic, cultural, age, gender, disabilities).	0
Legible type, length of lines, spacing, and page layout and width of margins contribute to overall appearance and use.	4
Student materials seem durable and conducive to daily use.	3
Includes sufficient glossary, index and appendices.	4
Employs accurate grammar and spelling	4
Organization of material can be effectively used with Standards Based Units, Core Content and Program of Studies.	3
Comments:	Total 30

Resource Materials	Rating
Teacher materials coordinate easily with student materials (e.g. additional resources included at point of need, student pages shown, integration of technology indicated)	4
Activities are included that adapt to the various learning styles, intelligences, and interest/ability levels.	4
Extension activities including adaptations and accommodations for students with special needs.	3
Resources provide objectives, background information, common student errors, hints, advice for lesson implementation and real-world connections, connections with career and/technology and references (e.g. solution manuals, study guides)	4
Suggestions are made for integration of themes and /or interdisciplinary instruction.	4
Integration opportunities suggested and examples given.	3
Teacher resources are available online.	3
Online resources available – Repeat of information in text.	3
Online resources available – Practice skills only.	0
Online resources available – New application materials.	4
Comments:	Total 32

Rating Scale:	
4—All or the time	2—Minimally
3—Some of the time	1—None of the time
	0— Not applicable